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ABSTRACT

Minorities constitute 26 percent of the U.S. population, but only 12 percent of higher education's full-time instructional faculty. Adequate representation of minority faculty in higher education is crucial, as they serve as mentors, communicate the possibility of success for minority students, and help develop a knowledge base on minority issues. From 1982 to 1992, the percentage of doctoral degrees awarded to minority individuals increased less than one percent. A large number of current faculty are predicted to retire in the years following 1995, providing an opportunity to achieve better minority representation in faculty ranks, but a pool of qualified minority candidates must be prepared. Toward this end, the New England Board of Higher Education, the Southern Regional Education Board, and the Western Interstate Commission for Higher Education formed the Compact for Faculty Diversity, which aims to support at least 200 minority doctoral students per year through financial and academic support programs. The Compact's strategies include: (1) motivate states and universities to address the problem by increasing the base of financial support for minority doctoral study, (2) offer promising minority graduate students a support package of fellowships and research and teaching assistantships, (3) introduce incentives for academic departments to create supportive environments, (4) sponsor an annual institute, and (5) develop a collaborative approach to student recruitment. (Contains 12 references.) (JDD)

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THE COMPACT for FACULTY

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THE COMPACT *for* FACULTY DIVERSITY

Minorities constitute 26 percent of the U.S. population. By the year 2000, one in three college students and more than one-third of the nation's workforce will be persons of color. Yet, minorities comprise only 12 percent of higher education's full-time instructional faculty. Social justice and national self-interest compel higher education to aggressively confront the under-representation of minorities in the ranks of college and university faculty.

Adequate representation of minority faculty in higher education is crucial. Minority faculty are role models for minority students; they communicate the possibility of success. They serve as mentors—seeking out students, offering them individual attention and support, intervening to help them resolve problems, and contributing to their emotional and professional growth. Minority faculty can understand issues of particular concern to minority groups and thus help to develop a knowledge base that serves a diverse society.

Equally important, minority faculty communicate the diversity of our society by their presence; they verify that talent flourishes without regard to color or culture. They make an essential contribution to the whole of a society that can function successfully only if all of its peoples work together.

COMPACT MEMBERS

NEW ENGLAND BOARD of HIGHER EDUCATION

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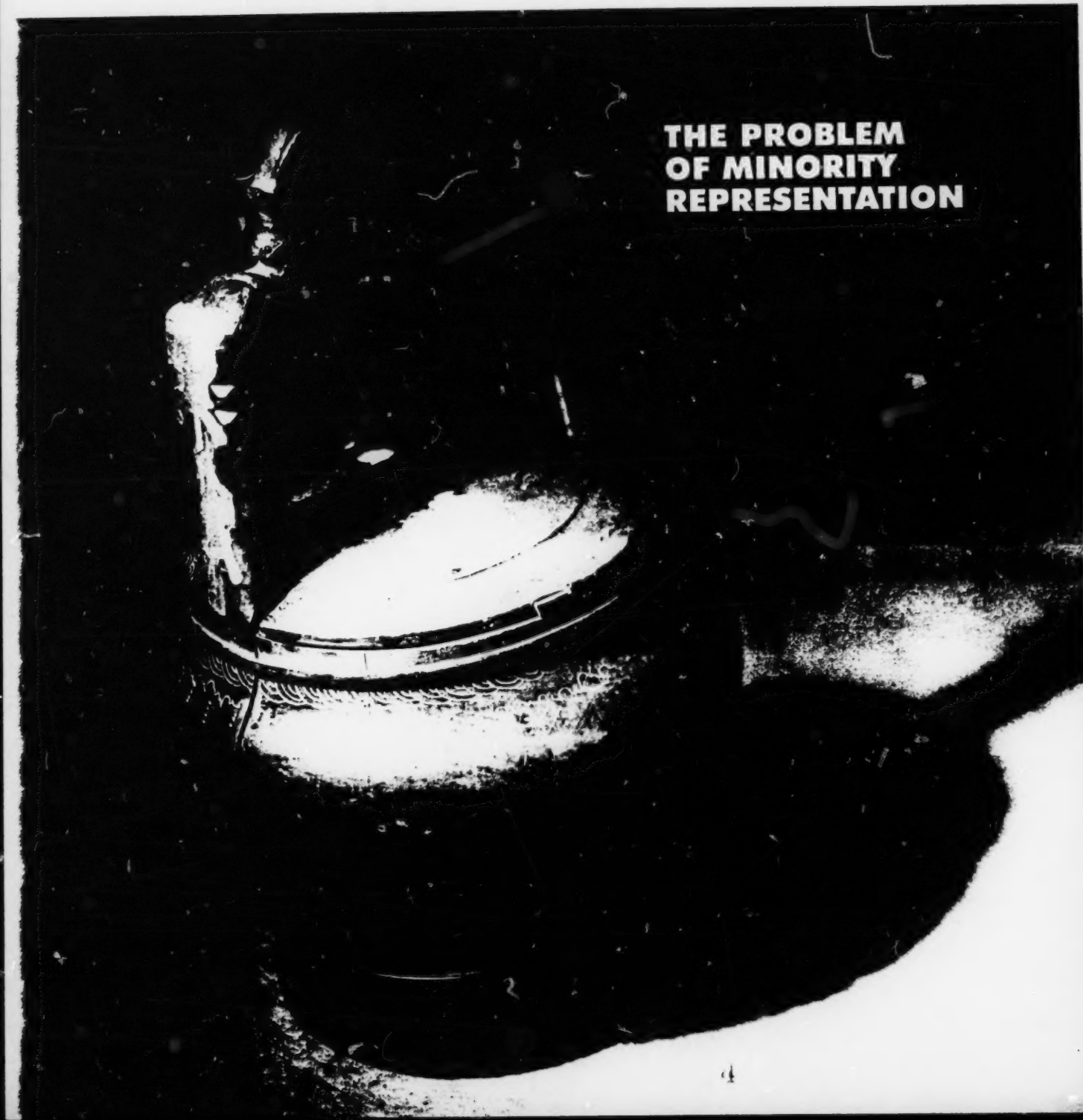
THE PROBLEM
OF MINORITY
REPRESENTATION

In 1992, of 25,759 doctorate degrees awarded to U.S. citizens, 3,041 went to minorities—11.8 percent. Ten years earlier the percentage going to minorities was 11.1 percent (2,711 of a total of 24,391 doctorates). These are marginal gains, at best. For example:

- *In 1992, 951 doctorates were awarded to African Americans; ten years earlier the number was 1,047—a decline of 9 percent. The share of doctorates earned by African Americans in 1992 was 3.7 percent of the total awarded, but 12.1 percent of the population is African American.*
- *While Hispanic, Asian American, and Native American doctorate pools have made relative gains in recent years, the numbers are still very small, especially considering the rapidly growing size of these populations. In 1992, 755 doctorates were awarded to Hispanic U.S. citizens; in 1982 the number was 535. The share of doctorates going to Hispanic Americans in 1992 was 3 percent, while 9 percent of the population is Hispanic.*
- *Asian Americans received 828 doctorates in 1992, an increase from 452 ten years earlier. Their share of all doctorates was 3.2 percent. While Asian Americans have made substantial gains in the physical sciences, mathematics, and engineering, they remain seriously under-represented in the social sciences and humanities.*
- *Native Americans received only 148 doctorates in 1992, and even this modest number represents a substantial increase from the 77 received in 1982. Native Americans receive less than one percent of all U.S. doctorates.*[1]

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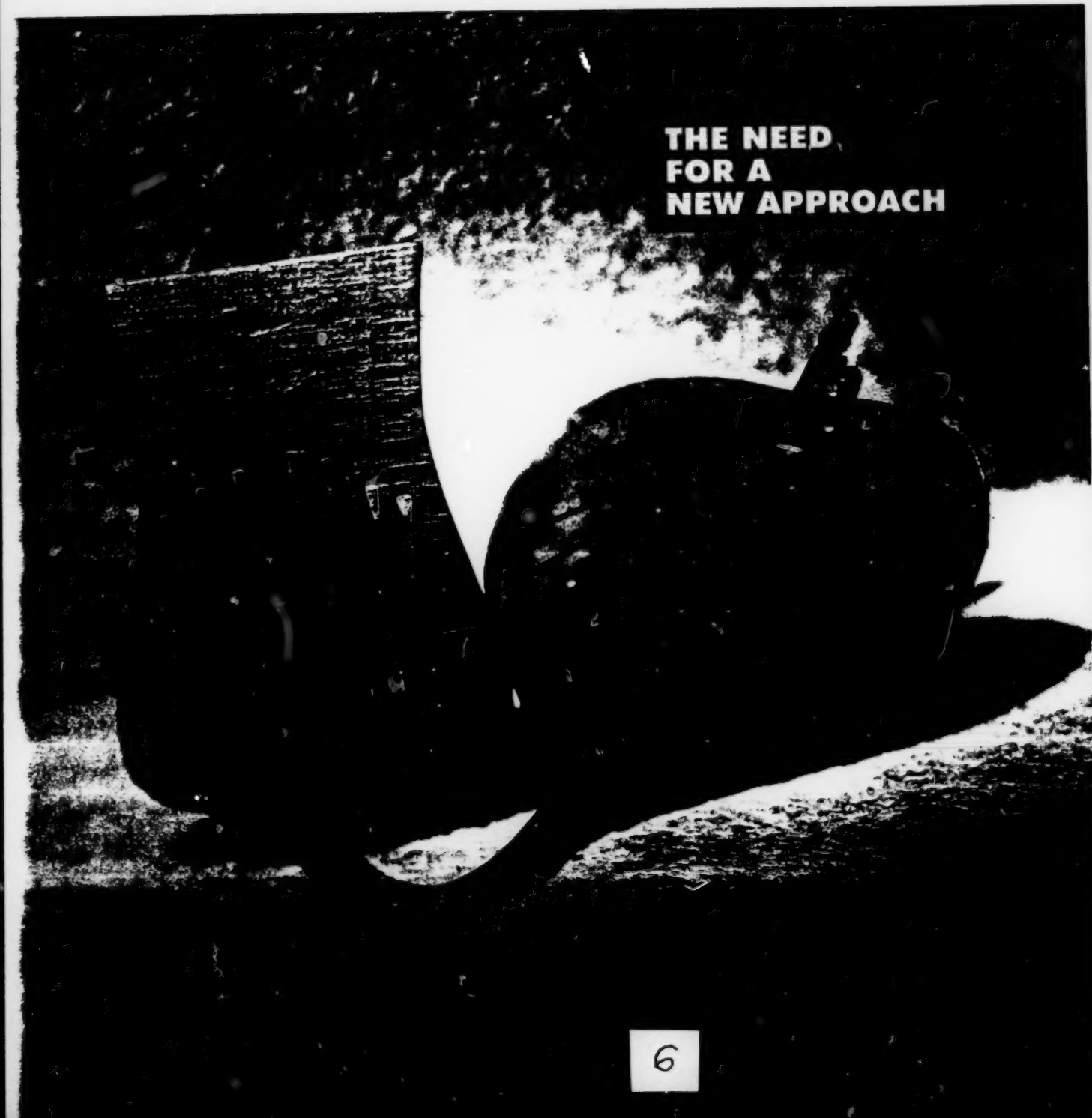

In spite of numerous programs enacted over the past two decades by national foundations, the federal government, and universities, the number of minority Ph.D.s remains dishearteningly small. Not all minority groups are graduating more Ph.D.s. In particular, the production of African American male Ph.D.s has declined by 20.1 percent since 1982.

These shifts and small gains do not change the fact that higher education needs to more than double the percentage of minority Ph.D.s produced for minority faculty members to be recruited in proportion to the nation's growing minority population. The last decade saw far too little improvement in the representation of minority faculty in higher education. Only 9.3 percent of all full-time instructional faculty in 1981 were minorities, and by 1991 the percentage had grown to only 12.3.[2]

The reasons for the under-representation of minorities are deeply rooted in the fabric of American education and society. At no stage in the education system do enough minority youth succeed and progress, and many of those who advance to higher levels lack sufficient academic grounding to excel. The task we face is apparent and monumental. We need to improve elementary and secondary education, increase the number of minority undergraduate and graduate students, and increase the number of Ph.D. recipients planning academic careers. But the task is far easier to identify than resolve.

Recent studies suggest that academe may no longer appeal to minorities as a primary route to professional success. In 1977, 67.3 percent of African American Ph.D.s, and 71.3 percent of Hispanic Ph.D.s chose to work in academe. The 1992 percentages have declined to 54.5 and 59.4, respectively. Surely professional degrees are attractive alternatives to Ph.D. studies for some students since they offer financial rewards and take less time to complete. Also, new Ph.D. recipients occasionally receive attractive offers for positions in industry and government. Unfortunately, however, some minority graduates are dissuaded from

pursuing academic careers because of the perception that opportunities for fulfilling academic careers are limited.[4] In spite of these problems, an opportunity for change is at hand. Although there has been much recent publicity about a shortage of academic positions now available to new Ph.D.s, projections indicate that a large number of current faculty will retire in the years following 1995. These job openings may offer us a one-time opportunity to achieve the objective of better minority representation in faculty ranks. But qualified minority candidates must be available for appointment. Preparing a growing pool of minorities for college teaching positions will require a consistent and carefully planned effort, which must begin now.

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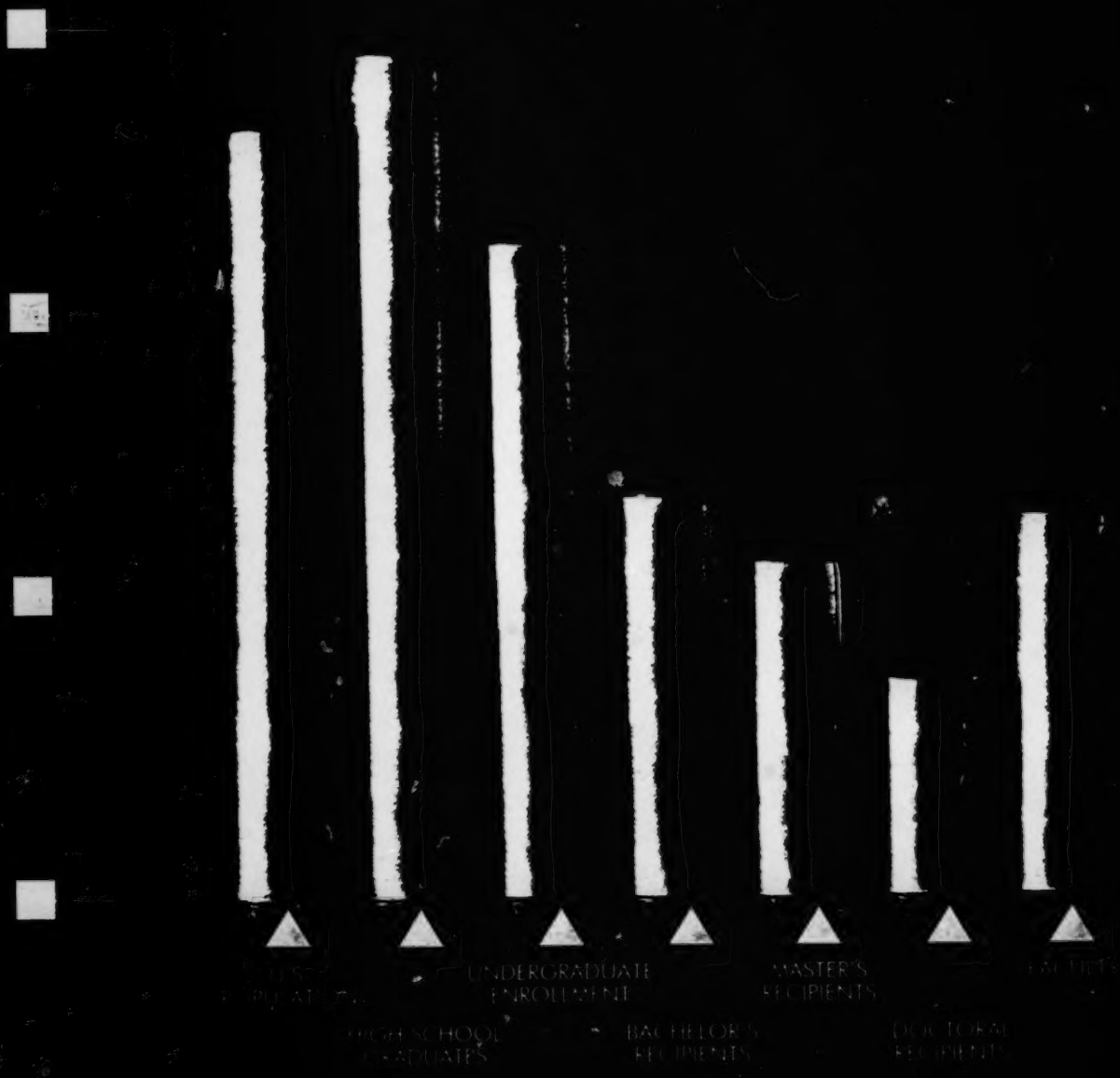
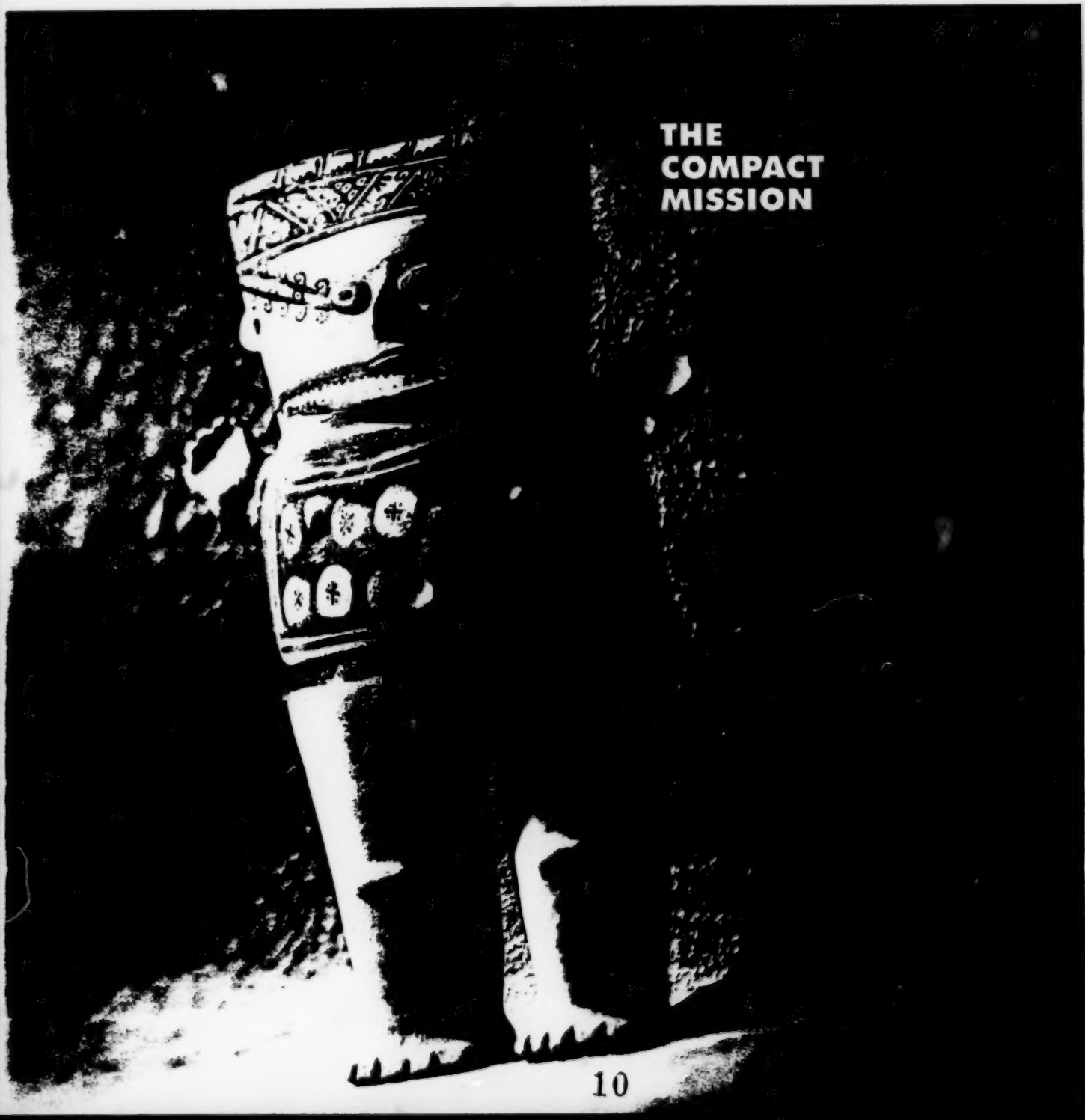
MINORITY UNDER-REPRESENTATION IS A PROGRESSIVE PROBLEM. MINORITIES AS A PERCENTAGE OF VARIOUS GROUPS.




THE
COMPACT
MISSION

Just over three years ago, three publicly-appointed regional educational policy organizations—the New England Board of Higher Education (NEBHE), the Southern Regional Education Board (SREB), and the Western Interstate Commission for Higher Education (WICHE)—saw the need to address minority faculty under-representation. With the support of The Pew Charitable Trusts and The Ford Foundation, the regional compacts embarked on an 18-month planning period beginning April 1992, during which they conducted extensive discussions with state higher education boards, legislators, gubernatorial and legislative staffs, college and university presidents, faculty, graduate deans, minority leaders, and directors of national fellowship programs. One finding that emerged from these discussions was that faculty diversity has now become a significant state policy issue, but states have not generally been active in direct efforts to produce more minority Ph.D.s. The regional compacts concluded that states must become actively involved in bringing greater diversity to faculty ranks for significant progress to be made.

As a result of their planning, NEBHE, SREB, and WICHE joined together to form The Compact for Faculty Diversity, a unique initiative to increase the number of African American, Native American, Asian, and Hispanic faculty. The Compact has been successful in raising funds from national foundations which will be used as seed money to match new state and institutional funds to support doctoral studies by minority students. By the end of the century, the Compact aims to support at least 200 minority Ph.D. students per year through financial and academic support programs. By then, states and universities are expected to fund the program and pledge their sustained commitment to the support of minority doctoral studies.

The planning project also included an extensive analysis of minority graduate students' obstacles to success as well as the factors that contribute to the success and failure of current programs. Based on this

analysis, the Compact identified five strategies to help solve the faculty diversity problem. These are:

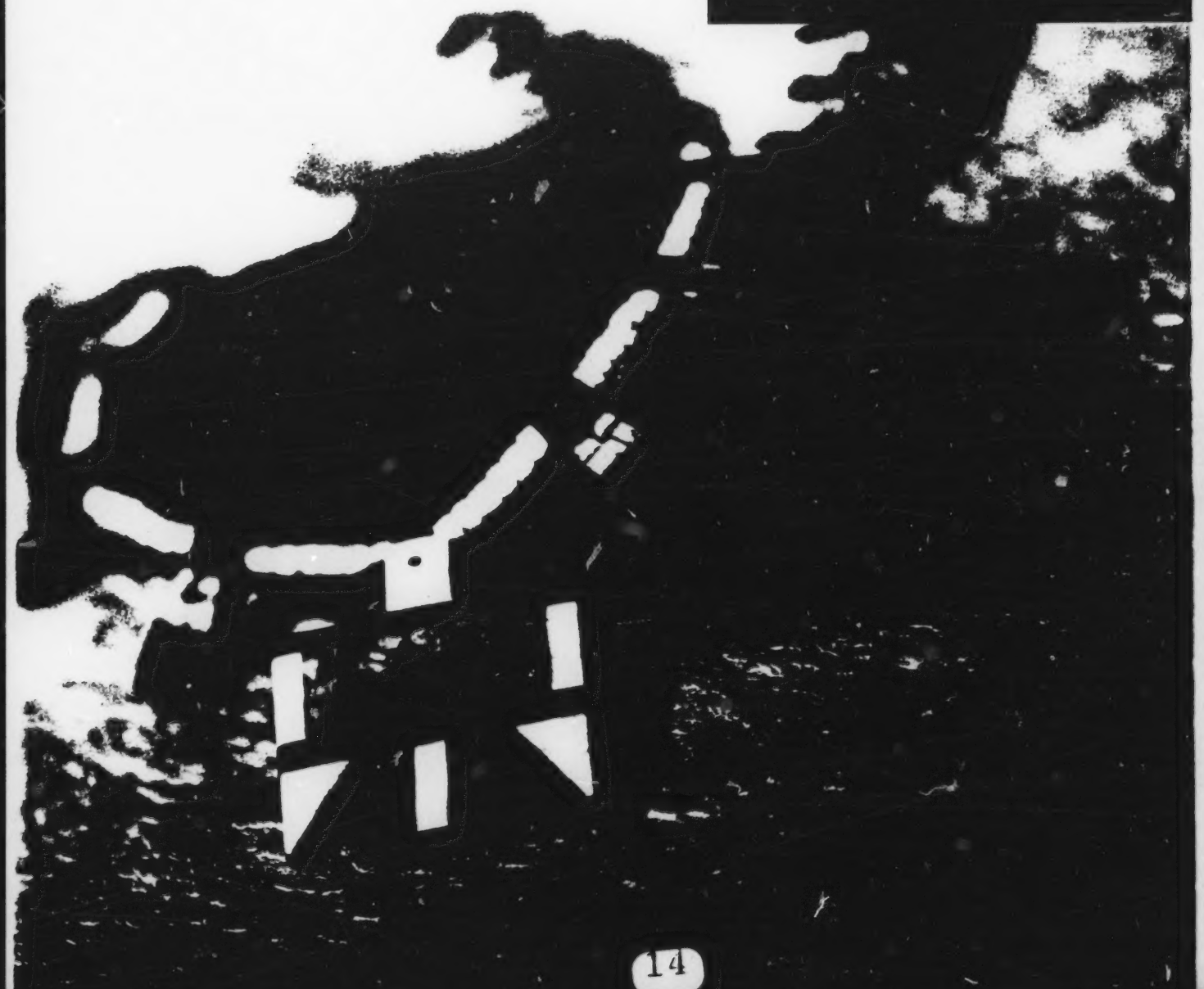
- *To motivate states and universities to address the problem by increasing the base of financial support for minority doctoral study;*
- *To offer promising minority graduate students a support package of multi-year fellowships and research and teaching assistantships that promote success by integrating students more fully into the academic life of the department;*
- *To introduce incentives for academic departments to create supportive environments for minority students, especially through strong mentorship;*
- *To sponsor an annual institute providing opportunities to build support networks and promote teaching;*
- *To develop a collaborative approach to student recruitment by drawing from undergraduate faculty and programs targeted to minority students.*

By identifying the problem and collecting research findings and information about effective practice, the Compact has formulated effective plans for achieving change.

MINORITY UNDERREPRESENTATION TENDS TO WORSEN AS EDUCATIONAL LEVEL INCREASES.

	TOTAL U.S. CITIZENS	WHITE	AFRICAN AMERICAN	HISPANIC	ASIAN	AMERICAN INDIAN	FOREIGN
U.S. POPULATION	265,082,000 100.0%	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
HIGH SCHOOL GRADUATES	2,228,100 100.0%	1,622,660 72.8%	299,520 13.4%	197,560 8.9%	90,960 4.1%	17,400 0.8%	NA
UNDERGRADUATE ENROLLMENT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
BACHELORS RECIPIENTS	1,094,538 100.0%	904,061 82.6%	65,338 6.0%	36,612 3.3%	41,622 3.8%	4,513 0.4%	29,134 2.7%
MASTERS RECIPIENTS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
DOCTORAL RECIPIENTS	19,294 100.0%	25,328 64.5%	1,212 3.1%	732 1.9%	1,458 3.7%	102 0.3%	9,745 24.7%
FACULTY	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

STRATEGY 1



States must become directly involved in efforts to address the problem of minority under-representation in faculty ranks, but they must also work in concert with universities. Together they need to increase the base of financial support for minority doctoral study.

THE NATURE OF THE PROBLEM:

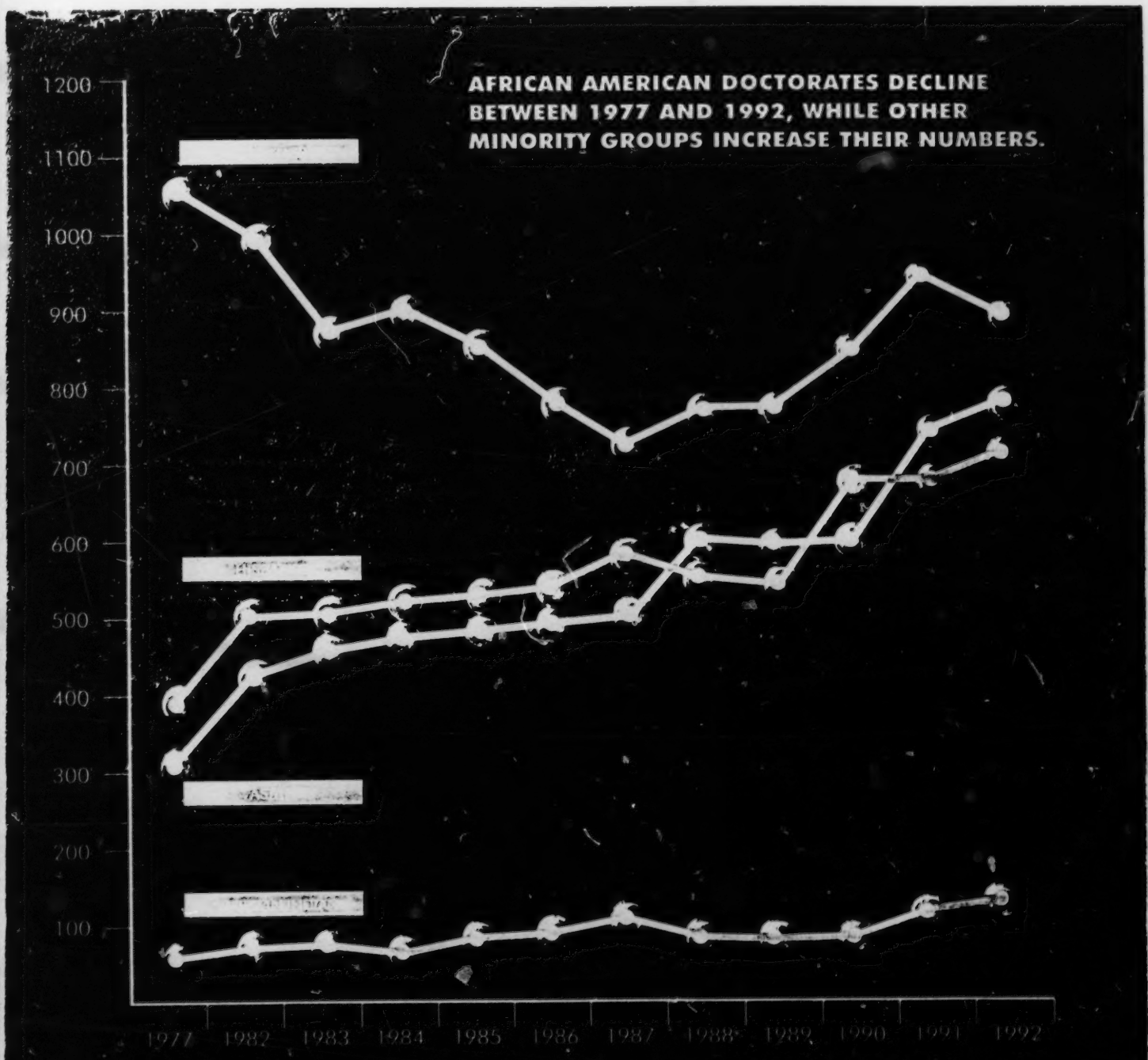
There are a number of doctoral fellowship programs for minority students supported by national foundations and the federal government. Likewise, much financial support for minority students is derived from institutional sources. States, on the other hand, have not generally been active in backing minority students' graduate study. This situation has resulted in several problems. Opportunities to link issues of faculty diversity to other important state policy issues, such as the improvement of undergraduate education, are lost. Foundations and the federal government alone cannot bear the financial burden of the increasing number of students who need support.

FINDINGS FROM PRACTICE AND RESEARCH:

Success in increasing the number of minority Ph.D.s and in diversifying faculty depends on institutional and departmental commitment, which in turn depends on long-term funding. As important as stand-alone programs are in stimulating change, long-term progress depends on more fundamental change. Research suggests that programs take root when the appropriate infrastructure exists, such as commitment from the graduate dean. Deans can make their institutions' and their own values explicit, help departments set goals, work with the faculty, provide incentives, and assure accountability. These activities are difficult without the long-term commitment of resources represented by state funding. Moreover, according to a 1994 General Accounting Office Study, only a small proportion of all scholarships and scholarship dollars are targeted to minorities. For example, at the graduate level only 15 percent of all scholarships are minority-targeted, and only five percent of the value of all scholarship dollars is minority-targeted.

THE COMPACT'S PROPOSAL:

We believe states and doctoral campuses must join forces to address the problem. The Compact's Doctoral Scholars Program, administered by the regional organizations, builds such a partnership. Initial financial support from national foundations (made available over a five-year period) will be used to encourage states to fund the program. Participating states will fund student stipends and support services, while participating universities will waive tuition and fees and offer scholars two or more years of fellowships and teaching or research assistantships. State support will help secure the essential commitment of university presidents, graduate deans, and departments to the program's goals. By the end of the decade, states and institutions are expected to fully fund the program, assuring long-term financial support for minority doctoral study.


AFRICAN AMERICAN DOCTORATES DECLINE BETWEEN 1977 AND 1992, WHILE OTHER MINORITY GROUPS INCREASE THEIR NUMBERS.
1200
1100
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STRATEGY 2

Working together, states and graduate schools should promote Ph.D. completion by offering minority students a package of multi-year fellowships supplemented by research and teaching assistantships. Students should receive financial, academic, and social support that promotes success and integrates them more fully into the academic life of the department.

THE NATURE OF THE PROBLEM:

Students who do not have secure sources of financial support for graduate study have higher attrition rates than those who do, and they also require more time to complete their degrees. The evidence is clear that additional financial resources to support minority graduate students are needed. Some of the clearest evidence supporting this conclusion is the surprising and unfortunate finding that minority students are more likely than others to rely on personal (rather than university or federal) resources for graduate study. In 1992, personal sources (including loans, earnings, and family contributions) accounted for 60.9 percent of the primary support for African American students and 53.4 percent for Native Americans, in comparison to 47.4 percent of the primary sources for whites. It is also true that African Americans and Hispanics often graduate from Ph.D. programs with significant debt. In 1992, 26.4 percent of the African American students and 26.7 percent of Hispanic students graduating had a debt of $15,000 or more.[4]

FINDINGS FROM PRACTICE AND RESEARCH:

While more financial support is needed, aid alone is not enough. The way that aid is provided can have a significant influence on the likelihood of student success. The experience of existing national fellowship programs, as well as the research literature on graduate school success, clearly indicates which factors most influence doctoral degree completion of minority students. To be effective, programs of support for minority graduate students must be designed to take these factors into account:

- *THE AVAILABILITY OF MULTI-YEAR FINANCIAL SUPPORT IS THE MOST IMPORTANT SINGLE FACTOR INFLUENCING COMPLETION.*[5] *A report on the Dorothy Danforth Compton Fellowship Program, a national fellowship program for minorities, indicates that most Compton fellows who had not completed the Ph.D. cited lack of funds as the most important reason for leaving the program. Other recent studies substantiate this point.*[6] *Support must be provided for a long enough time to offer students a realistic chance to graduate. The Florida Education Fund offers support over a five-year period, assuring that students have the needed time to complete both their course work and dissertation.*

- *STUDENTS WITH INSTITUTIONAL AID, SUCH AS TEACHING AND RESEARCH ASSISTANTSHIPS, HAVE LOWER ATTRITION RATES AND TAKE LESS TIME TO COMPLETE THEIR DEGREES.* *According to Bowen and Rudenstine's* IN PURSUIT OF THE PH.D., *students who receive either a research fellowship or teaching assistantship during the first two years of graduate study complete their doctoral programs in far higher proportions than those who do not. The reason is that institutional aid promotes greater interaction with faculty, which is crucial to eventual success in graduate studies.*[7]

- *A HIGHER PROPORTION OF STUDENTS DROP OUT OF GRADUATE STUDY AT THE ABD (ALL BUT DISSERTATION) LEVEL THAN AT ANY OTHER STAGE.* *Bowen and Rudenstine report that attrition after the first year has increased over the past few decades. The percentage of ABD students who did not earn Ph.D.s rose, and those who did complete doctorates spent longer at the dissertation stage.*

THE COMPACT'S PROPOSAL:

To address these factors, the Doctoral Scholars Program offers beginning Ph.D. students up to five years of student aid. Each student will receive a package of support which includes:

- *Tuition waivers for all years of program participation;*
- *One to three years of stipend support;*
- *Research or teaching assistantships for two or more years;*
- *A guarantee of support until the dissertation is completed as long as the student makes satisfactory progress.*

The Compact also recognizes that financial aid should be packaged to meet the circumstances of individual students. Teaching and research assistantships may not always be available, and some disciplines require longer programs of study than others.

ABD students are a significant untapped source for minority Ph.D.s. Many students reach the ABD stage, but fail to complete their dissertation because they lack financial and academic support. The Compact specifically targets ABD students by offering one-year dissertation fellowships. By investing a portion of their financial support in dissertation fellowships, states and universities may more quickly enlarge the pool of potential minority faculty.

STRATEGY 3

State and campus leadership, including presidents and graduate deans, should offer incentives for academic departments to create supportive environments for minority students.

THE NATURE OF THE PROBLEM:

Doctoral study is less structured than professional programs such as law and medicine. Students who have not learned to fend for themselves academically may be placed at a disadvantage. Minority students, in particular, often feel alienated and may have difficulty establishing strong relationships with faculty. The unfortunate reality is that most minority students are not mentored by faculty. A study of 146 African Americans who pursued graduate education between 1977 and 1985 reports that only half had mentors, and only half of these found them at their graduate institutions.[5]

FINDINGS FROM PRACTICE AND RESEARCH:

Like all other graduate students, minority students benefit from departmental support and guidance.

- *FACULTY MENTORING IS A CRITICAL SOURCE OF SUPPORT. A good mentor provides information about a student's educational program, trains the student in developing and refining research questions, helps the student acquire research skills, offers emotional support and encouragement, introduces the student to professional life, and provides the initial networking essential to the establishment of an academic career.*

- *INCENTIVES AND REWARDS ENCOURAGE FACULTY MENTORING. Incentives such as additional teaching or research assistants, fellowship awards to departments, and research grant support linked to the hiring of graduate assistants can encourage greater student and faculty interaction. Salary bonuses, reduction of service requirements, and awards such as "mentor of the year" may also encourage stronger faculty commitment to mentoring.*

- *DEPARTMENTS PLAY A CRUCIAL ROLE IN PREPARING STUDENTS FOR ACADEMIC. Seminars on career advancement led by faculty role models, workshops on resume writing and the job search, development of placement directories, and the identification of postdoctoral opportunities are all valuable.*

THE COMPACT'S PROPOSAL:

The Doctoral Scholars Program asks participating departments to integrate students into departmental academic life:

- *STUDENT PROGRESS MUST BE CLOSELY MONITORED. All students should meet regularly with their faculty advisors, and progress should be reported to their departments. When problems occur, plans to solve them should be formulated immediately. Departments should also collect and use data to monitor the academic progress of students.*

- *DEPARTMENTS SHOULD USE SYSTEMATIC METHODS TO ENSURE THAT GRADUATE STUDENTS ARE EFFECTIVELY MENTORED. Departments need to establish systems for the thoughtful matching of students with faculty mentors. Bringing students and faculty together through seminars, research projects, and departmental social activities can facilitate this pairing of interests and personalities.*[9]

- *FACULTY NEED TO PREPARE STUDENTS FOR THE PROFESSIONAL LIFE OF A FACULTY MEMBER. Departments should sponsor seminars that focus on professional issues such as the job search and engage in other activities that introduce students to faculty roles and culture.*[10]

To encourage and support these changes, the Compact offers participating departments a financial incentive of $3,000 to $6,000. For example, these funds could be used to plan seminars, develop teaching practices or apprenticeships, and support student and faculty professional travel and social activities.

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MINORITY DOCTORAL REPRESENTATION IS NOT CONSISTENT ACROSS FIELDS, 1992.

	TOTAL U.S. CITIZENS	WHITE	AFRICAN AMERICAN	HISPANIC	ASIAN	AMERICAN INDIAN	OTHER
TOTAL ALL FIELDS	25,759 100.0%	22,718 88.9%	951 4.3%	755 2.2%	828 3.9%	148 0.8%	359 2.5%
PHYSICAL SCIENCES	3,159 100.0%	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
ENGINEERING	2,102 100.0%	1,744 86.8%	31 0.8%	58 2.0%	213 6.2%	11 0.5%	15 4.0%
LIFE SCIENCES	4,673 100.0%	4,220 90.1%	86 1.8%	[illegible]	[illegible]	[illegible]	[illegible]
SOCIAL SCIENCES	4,613 100.0%	4,090 89.4%	179 4.0%	159 3.4%	95 1.4%	26 0.6%	64 1.2%
HUMANITIES	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
EDUCATION	6,279 100.0%	5,319 84.7%	[illegible]	[illegible]	69 1.1%	29 0.5%	109 1.7%
PROFESSIONAL/ OTHER	[illegible]	631 [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

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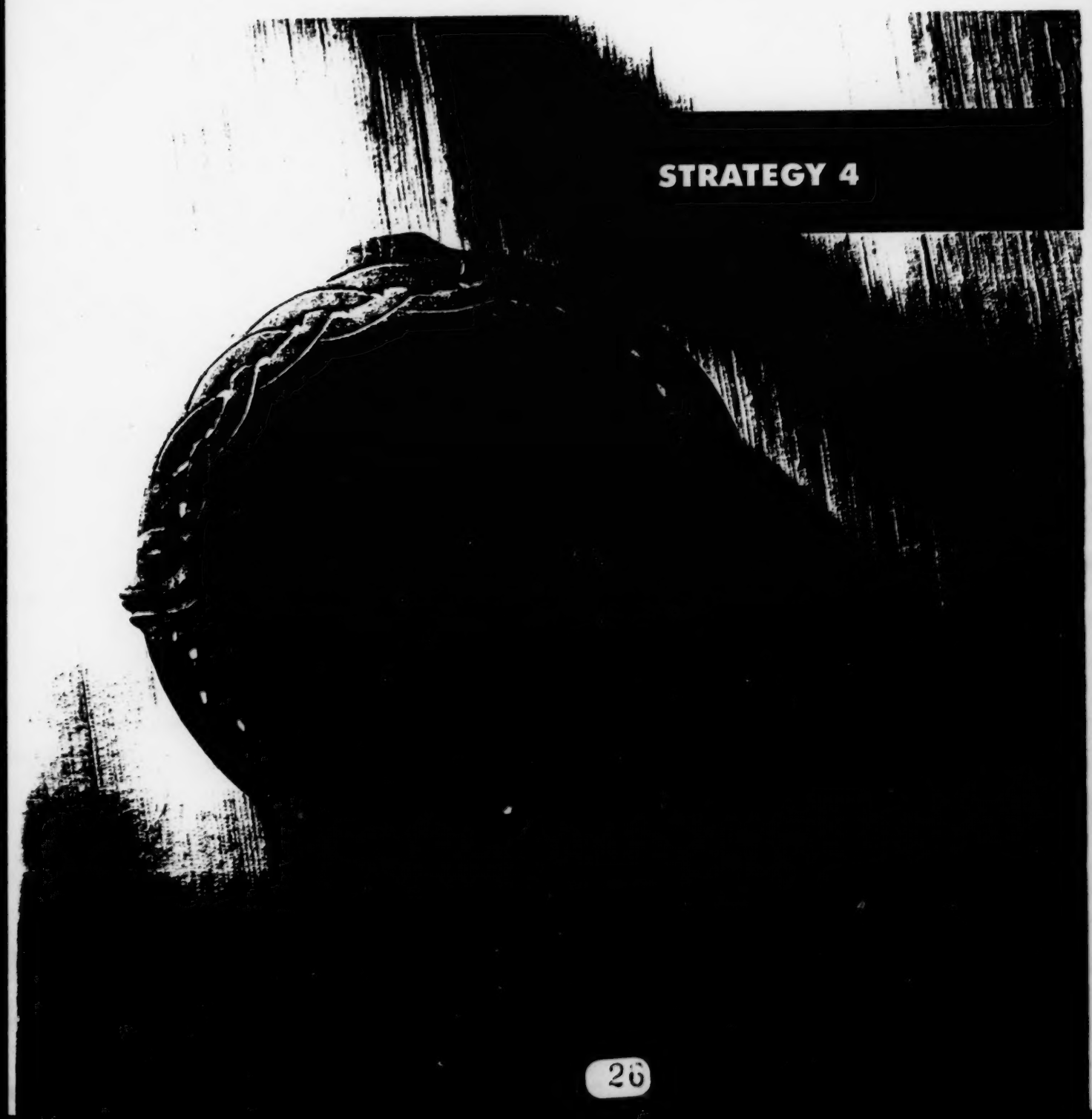

STRATEGY 4

The Compact will sponsor an annual institute which provides opportunities for students and faculty to build networks of support and to develop teaching excellence.

THE NATURE OF THE PROBLEM:

Minority students often feel isolated within their academic departments. Interaction with other doctoral students and faculty is critical to graduate school success, and being denied such contact can be a significant barrier to degree completion.

In addition, most academic departments have no formal program to help their students become teachers because they often underestimate the complex demands of teaching. Too often, faculty expect students to learn how to teach only through observation or experimentation. As a result, many doctoral students are never given the chance to develop a serious commitment to teaching or learn effective teaching skills.

FINDINGS FROM PRACTICE AND RESEARCH:

For almost 10 years, the Florida Education Fund has confronted students' feelings of isolation at its annual meeting by providing a structured opportunity for student networking and community building. Annual institutes can also provide a forum to address teaching issues.

Teaching is a craft. Many exemplary programs show that graduate students can develop expertise as teachers with experience, guidance, and effort:

- *BY FORMALLY PREPARING GRADUATE STUDENTS AS TEACHER-SCHOLARS, UNIVERSITIES EMPHASIZE TEACHING'S IMPORTANCE.* ***This point has been amply demonstrated by the success of campus-wide teacher/scholar preparation programs like the one at the Graduate School at Syracuse University.***

❖ *DEPARTMENTS AND DISCIPLINES CAN TAKE RESPONSIBILITY FOR DEVELOPING TEACHER-SCHOLARS.* ***The systematic support of graduate student teachers at the departmental level is still too rare, as are carefully supervised activities to develop teaching skills among graduate students.***[11]

THE COMPACT'S PROPOSAL:

Both of these problems—the need to create a network of support for students and the need to promote excellence in college teaching—are addressed through an annual national institute for doctoral students, faculty mentors, experts on college teaching, and representatives of national disciplinary associations.

The institute will provide participating students a structured opportunity for interaction with other minority Ph.D. students, faculty, and role models who will encourage them to persist in graduate study and enter faculty careers. It will also offer students a chance to develop a serious commitment to teaching in college and university settings, and give them the tools to be effective teachers in a variety of institutional settings. Institute activities include:

- *Providing opportunities for professional interaction on issues such as publishing, preparing a resume, and progressing through the academic ranks;*
- *Providing structured opportunities for networking and building communities of support;*
- *Assisting participating departments to develop practica, apprenticeships, and seminars on teaching within specific disciplines;*
- *Illustrating the principles of good teaching within and across disciplines;*
- *Fostering a national dialogue on college teaching issues.*

A unique feature of the institute is the participation of faculty mentors. The involvement of both students and faculty increases the likelihood that the strategies promoted at the institute will become standard practice.

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STRATEGY 5

Ensure a collaborative approach to student recruitment by relying on undergraduate faculty and programs targeted to minority students.

THE NATURE OF THE PROBLEM:

Too little collaboration exists among programs working to improve the educational achievement of minorities. In particular, doctoral departments have far too little contact with undergraduate programs that could be strong sources of minority graduate students.

FINDINGS FROM PRACTICE AND RESEARCH:

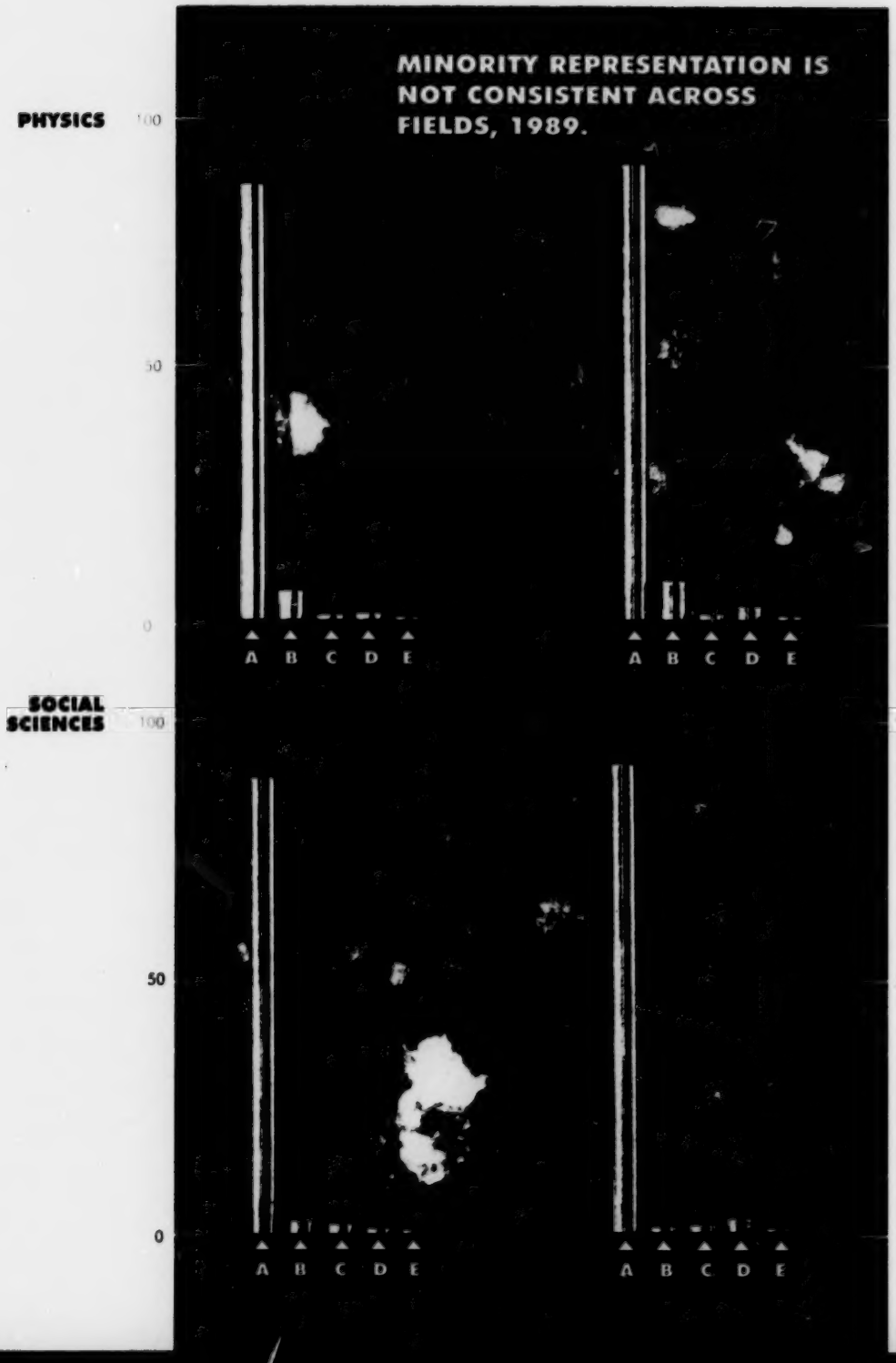
Effective recruitment of minority students to graduate study depends on collaboration between institutions and programs, a phenomenon that is all too rare in American higher education. Significant opportunities for improvement in recruitment do exist, however:

- *RECRUITMENT TARGETED AT COLLEGES AND UNIVERSITIES WITH A LARGE POOL OF ABLE MINORITY UNDERGRADUATES PAYS OFF.* ***Historically Black Colleges and Universities (HBCUs); Hispanic Serving Institutions; Tribally-controlled Community Colleges; and urban, comprehensive, and regional universities are all potentially rich recruiting sources for minority graduate students. Unfortunately, they may be overlooked by graduate programs. For example, HBCUs educate about one-sixth of all African American college students, and of the African American U.S. citizens who earned doctorates from 1985-91, 40 percent began their baccalaureate work in HBCUs.***[12]

- *SUMMER RESEARCH PROGRAMS PREPARE UNDERGRADUATES FOR GRADUATE STUDY.* ***In these programs, undergraduates are matched with faculty mentors, acquire research and communication skills, discuss the nature and value of academic work with peers and faculty, and receive intellectual recognition and support. Examples include a large number of programs sponsored by individual universities as well as national programs such as the National Science Foundation's Minority Access to Research Careers (MARC), the Mellon Foundation's Minority Undergraduate Fellowship Program, and the Summer Research Opportunity Program in the Midwest sponsored by the Alliance for Success.***

THE COMPACT'S PROPOSAL:

The Compact will work with these rich sources of minority graduate students by recruiting participants from undergraduate early identification and summer research programs, sponsoring regional networking conferences, and issuing periodic newsletters and updates.


MINORITY REPRESENTATION IS NOT CONSISTENT ACROSS FIELDS, 1989.
PHYSICS
MATHEMATICS
SOCIAL SCIENCES
HUMANITIES
100
50
0
A B C D E
WHITE
ASIAN
AFRICAN AMERICAN
HISPANIC
AMERICAN INDIAN

NEBHE, SREB, and WICHE believe that the Compact for Faculty Diversity will enable each region to adopt a comprehensive approach to this intractable problem. We hope that by coordinating the efforts of state higher education agencies, university administrators, faculty members, and prospective students, we can attract and keep more minority students in Ph.D. programs and help them secure teaching positions. The Compact is not the only group to address underrepresentation, but these three regional organizations are in ideal positions to overcome traditional barriers to faculty diversity. Each organization was created by the states in its respective region to encourage the sharing of resources, conduct research on educational issues, and develop ways to solve common problems. Each can point to a history of success in meeting the educational needs of minority students.

Since the causes of the problem are complex, our solution to it must necessarily be system-wide. Isolated efforts, while helpful and well intentioned, are unlikely to change the institutional dynamics that undermine the efforts of many talented, capable minority students. Only comprehensive plans that encompass all aspects of graduate study—funding, recruitment, instruction, training, advising, and job searching—are likely to produce the number of minority faculty needed. Measures of accountability, incentives, and rewards can spur administrators and faculty into envisioning minority graduate students as important in at least two ways: important for their individual contributions to scholarship and research, and important to the health and richness of the university community.

The Compact for Faculty Diversity links many partners: universities, including their faculties, graduate schools, and administrators; state higher education offices; state legislatures; regional higher education compacts; and national foundations. The Compact's goals of increasing the numbers of minority doctoral students and thereby producing more minority faculty can be achieved if these groups coordinate their efforts. With success, a diverse faculty will ready the nation to face the problems and opportunities of the twenty-first century.

The Compact for Faculty Diversity must depend on the cooperative action of interested parties. It cannot address the problem alone. The following suggestions describe how key players can help ensure faculty diversity.

STATES SHOULD:

- *Commit funding to their regional program on a long-term basis;*
- *Encourage state-supported and independent doctoral-granting universities to participate;*
- *Develop strategies for the placement of program graduates;*
- *Link participation in the Compact to other important state higher education policies and issues.*

UNIVERSITIES SHOULD:

- *Participate in their regional program;*
- *Support students for a fourth or fifth year of study, if necessary;*
- *Improve minority student recruitment by enlarging the pool of potential doctoral students;*
- *Enlist the efforts of faculty to serve as mentors for minority doctoral students.*

DEPARTMENTS SHOULD:

- *Provide graduate assistantships to their doctoral scholars;*
- *Guarantee faculty mentors and establish a supportive environment for their scholars*
- *Work to diversify their teaching staffs.*

THE COMPACT WILL:

- *Continue to seek funding from states, foundations, corporations, and others to sustain the program;*
- *Administer the doctoral scholars program in each region and coordinate national activities;*
- *Ensure that students receive the financial and academic support they need;*
- *Host an annual meeting with an emphasis on teaching;*
- *Conduct ongoing evaluations of the program's effectiveness and monitor student progress.*

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COMPACT MEMBERS

The New England Board of Higher Education (NEBHE), located in Boston, Massachusetts, was established in 1955. It coordinates educational initiatives and conducts policy and research studies to benefit the six New England states. NEBHE's Equity and Pluralism Action Program organizes academic support networks for under-represented students in the region and provides minority faculty and business leaders as role models and mentors for students. Increasing the number of minority undergraduates who participate in summer research internships is a new objective of the Equity and Pluralism Program. NEBHE's member states are Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont.

The Southern Regional Education Board (SREB), based in Atlanta, Georgia, and serving 15 members states, is the nation's first interstate compact for the advancement of education. For more than 40 years, SREB has been identifying and directing attention to key issues in education; collecting, compiling, and analyzing comparable educational data; conducting studies on educational concerns; and initiating discussions directed to state and institutional long-range planning, actions, and policy proposals affecting education. Its member states are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

The Western Interstate Commission for Higher Education (WICHE), established in 1953 and based in Boulder, Colorado, helps its thirteen member states and two affiliate states share professional, graduate, and undergraduate programs, conduct research and policy analysis of important higher education issues facing Western states, and jointly plan and develop programs in areas like educational telecommunications, campus diversity, and workforce preparation. Member states are Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington and Wyoming. North Dakota and South Dakota are affiliate states.

THE COMPACT FOR FACULTY DIVERSITY GRATEFULLY ACKNOWLEDGES THE CONTRIBUTIONS OF URSULA WAGENER IN PREPARING THIS REPORT.

CREDITS

PLATE 1
Chinese Food Container
Peoples Republic of China
Around 1844
Wood and Metal
Courtesy of Jennie's Collections,
Atlanta, Georgia, USA

PLATE 2
(Left to Right)
Thumb Organ, Goje
Makande Tribe, Kenya, East Africa
Around 1981
Wood and Metal
Courtesy of African Pride
Atlanta, Georgia, USA

PLATE 3
Female Effigy Vessel
South America, Central Andes
A.D. 1000-1476
Ceramic
Gift of William C. and
Carol W. Thibadeau
Courtesy of the Michael C. Carlos
Museum of Emory University
Atlanta, Georgia, USA

PLATE 4
Eagle Necklace
Santo Domingo Pueblo
New Mexico, USA
Around 1930
Vinyl and Beads
Made for the Fred Harvey Company
Courtesy of the Oglewanagi Gallery
Atlanta, Georgia, USA

PLATE 5
Chinese Sea Merchants Plate
Peoples Republic of China
1993
Ceramic
Courtesy of the Oriental Trading
Company
Atlanta, Georgia, USA

PLATE 6
Plate
Makande Tribe, Kenya, East Africa
1994
Kisii Stone
Courtesy of African Pride
Atlanta, Georgia, USA

PLATE 7
Plate in the form of a Fish
Central America, Eastern El
Salvador
A.D. 600-900
Ceramic
Gift of John R. McLaren
Courtesy of the Michael C. Carlos
Museum of Emory University
Atlanta, Georgia, USA

PLATE 8
Plate
Santo Domingo Pueblo
New Mexico, USA
1994
Ceramic
By Tenorio
Courtesy of the Oglewanagi Gallery
Atlanta, Georgia, USA

ON THE COVER:
Chinese Opera Mask
Peoples Republic of China
1993
Ceramic
Courtesy of the Oriental Trading
Company
Atlanta, Georgia, USA

Mask
Ghana, West Africa
1989
Wood
Courtesy of Asseya's Accessories
Atlanta, Georgia, USA

Mask of a Coquero (coca-chewer)
South America, Northern Andes
A.D. 1250-1500
Ceramic
Courtesy of the Michael C. Carlos
Museum of Emory University
Atlanta, Georgia, USA

Plains Style Headress
USA
1994
Beads, feathers, and leather
Courtesy of Coyote Trading
Company
Atlanta, Georgia, USA

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Ed Phelps/Two in Design

PHOTOGRAPHY
Scott Lowden

PHOTOGRAPHIC PRODUCTION
ProCreative

PRINTING
Graphic Communications

THE COMPACT *for* FACULTY **DIVERSITY**

NEW ENGLAND
BOARD of
HIGHER
EDUCATION
45 Temple Place
Boston, Massachusetts 02111
Telephone: (617) 357-6920
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